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ABSTRACT

This report describes a 2-year study designed to determine how various groups within the marketing education profession viewed important professional concerns. Issues addressed in the three primary research questions were: the nature of the concerns of the professional community; whether the concerns varied based on affiliation with marketing education; and whether the data source influenced variance in responses. Areas of concern identified at the 1988 American Vocational Association (AVA) convention were developed into a Likert-type survey instrument. Data were collected at the 1989 AVA convention and the 1989 conclave. Every third name on a list of 2,400 names of marketing education professionals consisting of secondary and postsecondary teachers, teacher educators, and supervisors, was sent the survey. Results were analyzed from 268 convention and conclave participants and 262 professionals who received a mailing. The analysis used descriptive statistics, analysis of variance, and factor analysis. Findings indicated that marketing educators were in agreement regarding the concerns the profession must address. Additional program funding and the marketing of marketing education appeared to be the most important concerns. The main source of supply for marketing education teachers seemed to be one area where the profession disagreed. (YLB)

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THE CONCERNS OF THE MARKETING EDUCATION PROFESSION

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THE CONCERNS OF THE MARKETING EDUCATION PROFESSION

A. Introduction

Marketing Education like many other aspects of education experienced considerable change in the 1980's. It has been a number of years since the "pulse" of the profession had been taken (J.W. Weatherford's Issues study in 1970 the most notable). The marketing education policy and planning committee of the American Vocational Association under the direction of Dr. Betty Heath believed it was important and timely to determine the profession's views on various topics, issues, and/or concerns facing the profession. The group believed it would be a useful contribution to the profession to determine how various groups within the profession viewed certain important professional concerns. The group believed this information could be useful in shaping the direction of the future for marketing education. Also, the group believed this information would assist in confirming and/or rejecting various "notions" that emerged as a result of the many changes which occurred in the profession during the 1980's. Dr. Heath petitioned DECA, Inc. for financial support to conduct a study in the area which was granted. Dr. Patrick J. O'Connor of Kent State University was selected as the principle investigator. With additional financial support from Kent State University and DECA, Inc., the two year study was completed July of 1990.

B. Background of the Study

A basic premise surrounding this study was that the marketing occupational category has grown rapidly yet the numbers of marketing education programs have been rather stable. This premise implies that some changes in the marketing education profession may be necessary even though the profession has experienced considerable change in the 1980's (e.g. two name changes, new professional association, etc.). Additional changes might be needed as the profession moves forward. This situation was addressed at the 1988 American Vocational Association annual conference. A session consisting of four major groups representing the marketing education profession met with facilitators Drs. John and Julie Elias. The session addressed issues or concerns that impeded the growth and expansion of marketing education. These four groups (secondary teachers, post-secondary teachers, teacher-educators, and supervisors) identified a number of areas which became the basis for the entire study.

C. Research Questions

The three primary research questions the study addressed were:

a. What are the concerns of the marketing education professional community?
b. Do the concerns of the professional community vary based on affiliation with marketing education?
c. Does the data source influence variance in responses?

D. Procedures

The areas of concern identified at the 1988 AVA conference were developed into a survey instrument. Initially, the areas of concern were reviewed and grouped by the AVA marketing education policy and planning committee. The researcher then developed concern statements using a Likert-type five point scale. A nine item instrument was then forwarded to all members of the National Council for Marketing Education as a pilot review. The comments and suggestions were incorporated into the final instrument (Appendix A).

To sample the profession, the researcher elected to use two data collection sources. First, data would be collected at the two major professional conferences for the profession: the 1989 AVA convention and the 1989 Conclave. Also, a random mailing would be used to gather data. The researcher collected data at the two professional meetings. The researcher also enlisted the support of Southwestern Publishing to assist with the mailing. The researcher obtained a list of 2400 names of marketing education professionals representing four major groups. Every third name was selected an a mailing of 800 was sent. The return results by data source and affiliation with the profession were:

Source	N
Conclave - 1989	47
AVA - Orlando - 1989	20
Random mailing - 1990	201

Affiliation	N
Secondary	171
Post-Secondary	40
Teacher Educator	16
Supervisor	35

E. Analysis of Data

The data were analyzed using three statistical procedures. First descriptive statistics were used to determine rank order of items that concerned the profession the most. Secondly, analysis of variance was employed to identify differences in responses according the four groups representing the profession. Finally, factor analysis was used to determine if any underlying concepts or factors were influencing the results.

F. Results

The results of the study are as follows. Table 1 shows that survey items seven, one and nine, seem to be of greatest concern to the profession. Table 2 reports the results of the analysis of variance performed indicating only one item (eight) was significantly different among the four groups. The mean scores on Table 2 show that the responses of the post-secondary teachers

differed the most on item 8. The factor analysis results are presented in Table 3. Three factors grouping eight of the nine items account for 50.8 per cent of the variance. Also, Table 4 represents the results of research question three which focused on the influence of the data source on responses. Only two of the nine items were influenced by the source of the data.

TABLE 1

RANKINGS
PRIMARY CONCERNS

RANK	ITEM	ITEM DESCRIPTION	MEAN	S.D.
1	7	Schools need funding for new marketing education programs.	4.26	.845
2	1	The marketing education community needs to update or embrace needed changes in marketing education.	4.21	.806
3	9	Marketing education professionals do not need to increase their marketing efforts.	4.22	.878
4	3	The marketing education community reacts to change rather than creates it.	3.93	.877
5	6	The philosophy of marketing education is built on vocational education.	3.60	1.03
6	2	Teacher retirements will result in a shortage of marketing education teacher-coordinators.	3.48	1.02
7	5	The marketing education community has a vision of what marketing education can become.	3.27	1.07
8	4	The marketing education effectively communicates among various levels, (i.e. post-secondary, teacher-educator, etc.)	2.65	1.09
9	8	Secondary-marketing education teachers come mainly from the 18-22 year age range.	2.27	.974

TABLE 2

ANOVA SIGNIFICANCE

RANK	ITEM	ITEM DESCRIPTION	F RATIO	F PROB.
7	8	Secondary marketing education teachers come mainly from the 18-22 year age range.	3.168	.027

	MEANS	SCORES
SECONDARY	2.118	
POST-SECONDARY	2.744	
TEACHER EDUCATORS	2.250	
SUPERVISORS	2.257	

TABLE 3

FACTOR ANALYSIS

FACTOR #	% OF VARIANCE
1	20.8
2	17.5
3	12.5
	50.8

FACTOR 1 = ITEMS 4, 5, 3

FACTOR 2 = ITEMS 9, 1, 8

FACTOR 3 = ITEMS 6, 7

TABLE 4

DATA SOURCE

ITEMS		MEANS		
5	VISION	CONFERENCE	3.49	
		MAILED	3.19	.049
7	FUNDING	CONFERENCE	4.09	
		MAILED	4.33	.048

G. Discussion

The researcher offers the following four observation for discussion among marketing education professionals.

1. As a profession, marketing educators seem unified. Since there was little overall significant variance, it appears that marketing educators are in agreement regarding the concerns that the profession must address.

2. Additional program funding and the marketing of marketing education appear to be the most important concerns facing the profession.

3. The main source of supply for marketing education teachers seems to be one area where the profession disagrees. Perhaps it is not surprising that post-secondary teachers differed significantly from the other three groups since most post-secondary teachers do not come from the 18-22 year age group.

4. The source of date has minimal influence on responses to the instrument. This may dispel the notion that conference participants are a unique group and are not representative of the entire profession.

H. Conclusion

The results of this study indicate that the marketing education profession is, for the most part, unified in its concerns. Funding issues continue to concern the profession and may remain a major roadblock to program growth in marketing education. Also, the results show the profession recognizes a need to change. Finally, the results indicate that all marketing educators need to be more effective marketers of their own programs.